

[illegible]

**Review Form
Item Matrix**

Item No	Compliance Test	DR 1	DR 2	DR 3	DR 4	DR 5	DR 6	DR 7	DR 8	INF	P/S	HiF	P&P	REC
2-3-1.7	Does the written report include educationally relevant health, developmental and medical findings, if any?	1												1
2-3-1.8	Does the written report include determination of the effects of environmental, cultural, or economic disadvantage?	1	1											1
2-3-1.9	Does the written report include need for specialized services, materials, and equipment for students with low incidence disabilities?	1												1
2-3-2	Does the LEA provide parents with a copy of the assessment report?													1
2-4-1	Does the date of the IEP meeting following the three year reevaluation occur on or before the calendar date that is three years from the initial IEP meeting (or previous IEP triennial)?											1	1	1
3-1-1	Is there an IEP developed and implemented for each child (including children placed by the LEA in a private school or facility), in accordance with federal and state statutes?											1	1	1
3-1-1.1	Is there an IEP developed within fifty days of obtaining written parental consent to the assessment plan, unless parents request an extension?											1	1	1
3-2-1	Does the current IEP include a statement of the child's present levels of performance including how the disability affects the child's involvement and progress in the general curriculum?			1	1	1	1	1	1	1		1		1
3-2-1	Does the current IEP include a statement of the child's present levels of performance including how the disability affects the child's involvement and progress in the general curriculum?			1	1	1	1	1	1			1		1
3-2-11.1	* Does the IEP, when appropriate, include extended school year?													1
3-2-13	Is there coordination among all education providers as specified in law and regulation?													1
3-2-2	Does the IEP include measurable annual goals and benchmarks (short term objectives) related to the child's need, resulting from the child's disability, that will enable the child to be involved in and progress in the general education curriculum?			1	1	1	1	1	1	1		1		1
3-2-2	Does the IEP include measurable annual goals and benchmarks (short term objectives) related to the child's need, resulting from the child's disability, that will enable the child to be involved in and progress in the general education curriculum?			1	1	1	1	1	1			1		1
3-2-3	Does the IEP include a direct relationship between the present levels of performance, any evaluations and the educational services to be provided and the student's goals and benchmarks?			1		1	1	1	1					1
3-2-3	Does the IEP include a direct relationship between the present levels of performance, any evaluations and the educational services to be provided and the student's goals and benchmarks?													
3-2-4	Does the IEP include a statement of the special education and related services and supplementary aids and services to be provided to the child or on behalf of the child?			1		1	1	1	1					1
3-2-5	Does the IEP include descriptions of program modifications and support for school personnel that will be provided to enable the child to: * Advance toward attaining annual goals? * Be involved and progress in the general education curriculum and participate in extra-curricular activities? * Be educated and participate with other children with disabilities and with nondisabled children?			1	1	1	1	1	1	1		1		1

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3-3-6	Does the IEP team periodically review but, not less than annually, the student's IEP?											1	1	1
3-3-6	Does the IEP team periodically review but, not less than annually, the student's IEP?											1		1
3-3-6.2	* Does the IEP team revise the IEP as appropriate?												1	1
3-3-6.2.1	* Does the IEP include revisions, as appropriate due to any lack of progress toward the annual goals and in the general curriculum?													1
3-3-6.2.3	* Does the IEP include revisions, as appropriate due to information about the child provided to or by the parents?													1
3-4-1	Does the IEP team include all required participants?			1		1	1	1	1			1	1	1
3-4-1.1	* Does the IEP team include the parents of the child?			1		1	1	1	1					1
3-4-1.10	* Does the IEP team include representatives of any other agency that is likely to be responsible for providing or paying for transitions services?													1
3-4-1.2	* Does the IEP team include the regular education teacher of a child with a disability, as a member of the IEP team, must, to the extent appropriate, participate in the development, review, and revision of the child's IEP?			1		1	1	1	1			1		1
3-4-1.3	* Does the IEP team include a special education teacher/specialist?			1		1	1	1	1					1
3-4-1.4	* Does the IEP team include a representative of the LEA who is qualified to provide or supervise specially designed instruction for children with disabilities, and who is knowledgeable about the general curriculum and the resources of the LEA?			1		1	1	1	1					1
3-5-1	Does the IEP team consider for each student, whether assistive technology and services are needed?											1	1	1
3-5-8	For a student with limited English proficiency (English language learners (ELL)), does the IEP team consider the language needs of the child as such needs relate to the child's IEP and does the IEP include linguistically appropriate goals, objectives, programs and services?		1		1	1	1	1	1				1	1
3-6-1	For students beginning at age 14, or younger if appropriate, and annually thereafter, does the IEP contain a statement of transition service needs of the student in his/her courses of study such as advanced placement courses or vocational education?					1	1					1	1	1
3-6-2	For students at age 16 or younger, if appropriate, does the IEP describe needed transition services?					1	1					1	1	1
3-6-2.1	* Are transition services designed within an outcome-oriented process - promoting movement of the student from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation?					1	1					1		1
3-6-2.2	* Are transition services reviewed annually?					1	1					1		1
3-6-2.3	* Do transition services promote movement of the student from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation?					1	1					1		1
3-6-2.4	* Are transition services based on the individual student's needs, taking into account the student's preferences and interests?					1	1					1		1
3-6-2.5	* Does the IEP include a statement of the needed transition services in all required areas?					1	1					1		1
3-6-2.5.1	* Instruction,					1	1					1		1
3-6-2.5.2	* Related services,					1	1					1		1

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3-6-2.5.3	* Community experiences,					1	1					1		1
3-6-2.5.4	* Development of employment,					1	1					1		1
3-6-2.5.5	* Post-school adult and living objectives, and					1	1					1		1
3-6-2.5.6	* If appropriate, daily living skills and functional vocational evaluation?					1	1					1		1
3-6-2.5.7	* The interagency responsibilities or any needed linkages to implement the transition activities?					1	1					1		1
3-6-4	If an invited agency representative cannot attend the IEP meeting to develop transition services, does the LEA obtain agency participation in planning for these services?					1	1					1	1	
4-1-1	Does the LEA make a free appropriate public education available to all eligible children with disabilities, who are between the ages of 3 and 22?			1	1	1	1	1	1				1	
4-1-10	Is the IEP accessible to all service providers? Are the school site and any outside agencies that will provide services given a copy of the IEP? Are all teachers and providers informed of their specific responsibilities related to implementing the IEP?			1	1	1	1	1	1				1	
4-1-11	Are services provided by appropriately credentialed or "qualified staff" as defined in 5 CCR 3001(a-f), or individuals that have been granted temporary permits or waivers?			1		1	1	1	1				1	
4-1-2	Does the LEA ensure that an IEP is developed, reviewed and revised for each child with a disability?			1	1	1	1	1	1					1
4-1-3	Does the LEA provide special education and related services in accordance with the child's IEP?			1	1	1	1	1	1			1	1	
4-1-4	Are a variety of related services, and other supportive services provided based on student's needs as required to assist a child with a disability to benefit from special education?			1	1	1	1	1	1					1
4-1-6	Does the LEA ensure that children with disabilities are included in general State and district-wide assessment programs, with appropriate accommodations and modifications, as documented in the IEP?			1	1	1	1	1	1					
4-1-8	Is the IEP in effect before special education and related services are provided to a child at the beginning of each school year?			1	1	1	1							1
4-1-9	Is a student transferring into the district immediately placed in a district or agency program in conformity with the student's IEP (unless the parent agrees otherwise) for a period not to exceed 30 days before a new IEP is developed?			1			1							1
4-1-12.4	* As determined by the IEP team, do students receive extended school year services?												1	1
4-2-1.1	* Do LEA staff development activities include opportunities for all school personnel, paraprofessionals, and volunteers to participate in ongoing development activities? Are efforts made to include individuals with disabilities and parents of students with disabilities in the planning of staff development programs?												1	
5-1-1	Are steps taken, including placement of classes, to ensure that students with disabilities participate in academic, nonacademic and extracurricular services and activities to promote maximum interaction with the general school population?			1	1	1	1	1	1				1	
5-1-2	Are children with disabilities educated with children who are not disabled? Does placement in special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occur only when the nature of severity or the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.			1	1	1	1	1	1			1	1	
5-1-3	Is there evidence that a full continuum of services and placements are available if needed for each individual with disabilities?			1	1	1	1	1	1				1	
5-1-3.1	* Does the IEP team consider regular education programs?			1	1	1	1	1	1				1	
5-1-3.10	* Does the IEP team consider state special schools?						1						1	1

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5-1-3.2	* Does the IEP team consider the general education classroom with resource specialist services?			1	1	1	1	1	1				1	
5-1-3.3	* General education classroom with designated instruction and services or related services?			1	1	1	1	1	1				1	
5-1-3.4	*Does the IEP team consider the general education classroom with some services in special classes and centers that enroll pupils with similar and more intensive educational needs..			1	1	1	1	1	1				1	
5-1-3.5	* Does the IEP team consider special classes and centers?						1						1	
5-1-3.6	* Does the IEP team consider instruction in settings other than classrooms where specially designed instruction may occur?						1						1	
5-1-3.7	* Does the IEP team consider itinerant instruction in classrooms, resource rooms and settings other than classrooms where specially designed instruction may occur?			1	1	1	1	1	1				1	
5-1-3.8	* Does the IEP team consider instruction using telecommunication and instruction in the home, in hospitals and in other institutions?						1						1	
5-1-3.9	* Does the IEP team consider nonpublic, nonsectarian school services?						1						1	
5-1-5	Are all placement decisions made by a team that includes the parents and:												1	1
6-1-2.9	Is the prior notice is written in language understandable to the general public?		1											1
6-1-2.9.1	* Is the notice provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so?		1											1
6-1-2.9.2	* If the native language or other mode of communication is not a written language, does the public agency take the required steps?		1											1
6-1-2.9.2.1	* Does the LEA ensure and document in writing, as applicable, that the notice is translated orally or by other means?		1											1
6-1-2.9.2.2	* Does the LEA ensure and document in writing that the parent understands the content of the notice?		1											1
6-3-1	* Does the LEA's document explaining the procedural safeguards contain information about parent participation, including the parent's right to:													
6-3-1.3	* Participate in the development of the IEP and to be informed of the availability of free appropriate public education including all program options and of all available alternative programs, both public and nonpublic?													
6-5-2.1	* Has been fully informed of all information relevant to the activity for which consent is sought;													
6-19-1	Does the LEA give an annual notice to parents concerning confidentiality of personally identifiable information in their native language, that includes the rights under the Family Educational Rights and Privacy Act of 1974 and implementing regulations in 34 CFR part 99?													1
7-4-1	Did all children transitioning from early intervention services under Part C have an IEP developed and implemented by the child's third birthday?										1	1		1
7-4-2	In addition to other state and federal requirements pertaining to all children with disabilities, do the IEPs of all children, three to five years, include:										1	1		1
7-4-2.4	* Does the IEP for the preschool age child include a statement of the program modifications or supports for (pre-) school personnel that will be provided for the child?										1	1		1
7-4-2.5	* Does the IEP for the preschool age child include an explanation of the extent, if any, to which the child will not participate with nondisabled (preschool) children in the regular (preschool) class?										1	1		1

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